



Snapshots from the Journey

Portfolio Guide for the

**Experienced**

Service Coordinator

Module 2







## **Description of Module 2**

### **Partnering with Families as They Guide the Way**

Module 2 seeks to convey the importance of partnering with families as they participate in the early intervention system. Family-centered supports and services are the cornerstone of early intervention. This module defines this approach and identifies principles for guiding how service coordinators collaborate with families. Supporting family cultures, values, and languages is a central focus of this module. Information about effectively working with interpreters and translators is also included. Effective communication skills, including active listening and people-first language, are emphasized. Tips on “do’s and don’ts” for home visitors are also provided.



## **Module 2**

### **Partnering with Families as They Guide the Way**

#### **Competencies**

- Demonstrates knowledge, understanding, and the ability to put into practice the philosophy of family-centered supports and services in early intervention.
- Demonstrates knowledge, understanding, and commitment to guiding principles that support families first.
- Demonstrates knowledge, understanding, and the ability to encourage participation from all family members in the child's program.
- Demonstrates knowledge, understanding, and the ability to empower families by facilitating family decision-making without imposing personal biases, supplanting family authority, or encouraging long-term dependence on program staff.
- Demonstrates knowledge and understanding of the impact of personal cultural heritage as it influences the service coordinator's behavior, values, and beliefs.
- Demonstrates knowledge and understanding, as well as a commitment to, respecting family values and adapting intervention practices to fit the cultural context of all families.
- Demonstrates knowledge and understanding of the role of family cultures, values, and languages as they relate to parental reactions to handicapping conditions and family coping strategies.
- Demonstrates knowledge, understanding, and the ability to put into practice appropriate use of translators and interpreters.
- Demonstrates knowledge, understanding, and the ability to communicate effectively with families and professionals.
- Demonstrates knowledge, understanding, and the ability to follow family-centered practices related to home visiting.



## **Module 2**

### **Partnering with Families as They Guide the Way**

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## Module 2

### Partnering with Families As They Guide the Way

Assignment/Activity	Measure of Achievement
<p>2.1 Family-Centered Partnerships</p> <p>Describe a time when you or your family needed support from someone outside the family group. Briefly answer the questions on the handout 2.1 <i>Family-Centered Partnerships</i>, discuss with the trainer, and place in portfolio.</p>	<p>Participation in training, handout 2.1 completed and filed in portfolio.</p>
<p>2.2 One of the Family</p> <p>Watch the video <i>One of the Family</i>. Think about the values that motivate each of these families.</p>	<p>Participation in training and completion of activity.</p>
<p>2.3 Family-Centered Supports and Services</p> <p>View PowerPoint <i>Family-Centered Supports and Services</i> (slides 1-10) and participate in discussion with trainer.</p>	<p>Participation in training.</p>
<p>2.4 Guiding Principles for Family-Centered Early Intervention</p> <p>Continue PowerPoint <i>Family-Centered Supports and Services</i> (slides 11-16) and complete handout 2.4 <i>Guiding Principles for Family-Centered Early Intervention</i>.</p> <p>As each principle is presented, discuss with trainer and briefly list on the handout an example of how this principle would be recognizable in practice. Place completed handout in portfolio.</p>	<p>Participation in training, handout 2.4 completed and filed in portfolio.</p>
<p>2.5 Supporting Family Cultures, Values, and Languages</p>	<p>Participation in training, completion of reading assignment, and placement of article in portfolio.</p>

<b>Assignment/Activity</b>	<b>Measure of Achievement</b>
<p>View PowerPoint <i>Supporting Family Cultures, Values, and Languages</i> and participate in discussion with the trainer.</p> <p>Outside of training, read <i>CLAS: Culturally &amp; Linguistically Appropriate Services – Cross-Cultural Considerations in Early Childhood Special Education</i> (CLAS Technical Report #14). Chapter/Section III <i>Multicultural Views of Disability</i>. [Online: <a href="http://clas.uiuc.edu/techreport/tech14.html">http://clas.uiuc.edu/techreport/tech14.html</a>], and place article in portfolio.</p>	
<p>2.6 It's a Three-Way Conversation: Families, Service Providers, and Interpreters Working Together</p> <p>Participate in discussion of handout 2.6 <i>It's a Three-Way Conversation: Families, Service Providers, and Interpreters Working Together</i> with trainer, noting district-specific procedures for working with translators and interpreters.</p>	Participation in training.
<p>2.7 A Personal Journey</p> <p>Complete activity form 2.7 <i>A Personal Journey</i> and participate in discussion with the trainer. Place the completed form in portfolio.</p>	Participation in training, form 2.7 completed and filed in portfolio.
<p>2.8 A Three-Way Conversation – Effective Use of Cultural Mediators, Interpreters, and Translators</p> <p>Watch the video <i>A Three-Way Conversation – Effective Use of Cultural Mediators, Interpreters, and Translators</i> and note comments and insights from parents and providers.</p>	Participation in training and completion of activity.
<p>2.9 Skills to Ease the Journey</p> <p>View the PowerPoint <i>Skills to Ease the Journey</i> and participate in discussion with trainer.</p>	Participation in training and completion of activity.
<p>2.10 People First Language</p> <p>Read article 2.10 <i>People First Language</i></p>	Learner review of written materials, and handout filed in portfolio.

Assignment/Activity	Measure of Achievement
and file in portfolio.	
<p data-bbox="240 273 738 304">2.11 Related Field Observation</p> <p data-bbox="240 346 836 598">If you have a planned meeting with a family that requires an interpreter or translator, following that meeting complete observation form 2.11 <i>Working with Families, Service Providers, Translators, and Interpreters</i>. Include the form in your portfolio.</p> <p data-bbox="240 640 836 850">If you do not have a meeting coming up that requires an interpreter or translator, but you have participated in such a meeting in the past, you may use that experience to complete the form. Include the form in your portfolio.</p> <p data-bbox="240 892 836 1071">If you have never participated or observed such a family meeting, arrange to observe one with another service coordinator, and complete the form. Include the form in your portfolio.</p> <p data-bbox="240 1113 836 1215">Participate in discussion and problem solving, if needed, with the trainer following completion of the form.</p>	<p data-bbox="878 273 1382 409">Completion of observation and form 2.11. Completion of follow-up discussion with trainer, and observation form placed in portfolio.</p>